DOCUMENT RESUME

ED 095 697 FL 005 360

AUTHOR Gomes de Matos, Francisco
TITLE Re-training High School Teachers of English in Brazil: The Experience of the Instituto de Idiomas Yazigi.
PUB DATE 73
NOTE 13p.; Paper presented at the AIMAV Colloquium on the Training and Retraining of Teachers (Brussels, Belgium, 1973)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Educational Legislation; *English (Second Language); *Inservice Teacher Education; Institutes (Training Programs); Language Instruction; *Language Teachers; *Methods Courses; Secondary Grades; *Secondary School Teachers; Student Centered Curriculum; Teacher Education; Teaching Methods
IDENTIFIERS *Brazil

ABSTRACT

The Yazigi Project for the Teaching of English in Brazilian High Schools, a 2-year, nationwide program for the retraining of high school teachers of English as a foreign language, involved 2,210 teachers and a team of 60 teacher trainers and retrainers. Each training session lasted 6 days and totalled a minimum of 30 hours, with a maximum of 50 participants. The program was organized in response to Law 5.692, passed in 1971, which changed the status of foreign languages from required to optional subjects and called for more flexible, realistic, and efficient foreign language curricula, objectives, and instructional methods. The satisfactory results of the Yazigi Project are attributed to the control exercised by the project coordinators and to the willingness of the participants to try a new, primarily student-centered approach combining language, pedagogy, psychology of learning, audiovisual technology, informal learning, and humor in the classroom. An appendix lists the materials used in the retraining program, and an introductory section is included which gives background information about the history of the Yazigi Institute and Law 5.692. (PP)

To: ERIC

Ref. your request of Nov. 7, 19;

Copy of paper read at IV AMAV Colloquium on Trainin and Retrain 7 Teach Brus 19

RE-TRAINING HIGH SCHOOL TEACHERS OF ENGLISH IN BRAZIL: THE EXPERIENCE OF THE INTITUTO DE IDIOMAS YÁZIGI.

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By Prof. Francisco Gomes de Matos
Director do Centro de Linguística Aplicada, São Paulo, Brazil.

BEST COPY AVAILABLE

ED 095697

I - HISTORICAL BACKGROUND

The Instituto de Idiomas Yázigi was founded on October 24, 1950 by two Brazilian teachers of English in the city of São Paulo, capital of São Paulo State. The founders, Professors César Yázigi and Fernando Héráclio Silva, advocated the use of a slightly modified comic-book approach to the teaching of foreign languages. Their original idea, coupled with a strong determination to contribute to an improvement in the methodology of foreign-language teaching in Brazil, materialized in the form of lessons published in São Paulo's most popular daily. That, however, was but one of the components of a hitherto unique experience: while readers could read the comic-strip 'language lessons', they could also watch dramatizations of the very same situational dialogues on the first Brazilian television channel, coincidentally open in that very same year. The coordinated use of newspaper and television for visual presentation of language lessons (in English) was enhanced by the offering of language-learning sessions in two schools located in downtown São Paulo. As far as evidence on foreign-language teaching in Latin America is concerned, the attempt made by the founders of the Yázigi Institute, namely that of utilizing the media then available and human resources - a small group of teachers had to be trained in how to impart conversational skills to groups of no more than 15 students - has been regarded as pioneering. The great appeal exercised by the presentation of such pedagogically structured but humorously attractive language learning material gave birth to what was to become known as the Yázigi Method, named after one of the founders of the organization. Prof. Yázigi eventually gave up teaching at the organization he had helped found, leaving for the United States where he lives at present. The name Yázigi has remained, however, as a tribute to that educator's

005 360

Nov. 7, 19;

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By Prof. Francisco Gomes de Matos
Director do Centro de Linguística
Aplicada, São Paulo, Brasil.

19

I - HISTORICAL BACKGROUND

BEST COPY AVAILABLE

The Instituto de Idiomas Yázigi was founded on October 24, 1950 by two Brazilian teachers of English in the city of São Paulo, capital of São Paulo state. The founders, Professors César Yázigi and Fernando Héráclio Silva, advocated the use of a slightly modified comic-book approach to the teaching of foreign languages. Their original idea, coupled with a strong determination to contribute to an improvement in the methodology of foreign-language teaching in Brazil, materialized in the form of lessons published in São Paulo's most popular daily. That, however, was but one of the components of a hitherto unique experience: while readers could read the comic-strip 'language lessons', they could also watch dramatizations of the very same situational dialogues on the first Brazilian television channel, coincidentally open in that very same year. The coordinated use of newspaper and television for visual presentation of language lessons (in English) was enhanced by the offering of language-learning sessions in two schools located in downtown São Paulo. As far as evidence on foreign-language teaching in Latin America is concerned, the attempt made by the founders of the Yázigi Institute, namely that of utilizing the media then available and human resources - a small group of teachers had to be trained in how to impart conversational skills to groups of no more than 15 students - has been regarded as pioneering. The great appeal exercised by the presentation of such pedagogically structured but humorously attractive language learning material gave birth to what was to become known as the Yázigi Method, named after one of the founders of the organization. Prof. Yázigi eventually gave up teaching at the organization he had helped found, leaving for the United States where he lives at present. The name Yázigi has remained, however, as a tribute to that educator's innovating ideas in the field of foreign language teaching in Brazil. The other co-founder of the organization, Prof. Fernando Silva, is

ED 095697
FL 005 360
BEST COPY AVAILABLE

BEST COPY AVAILABLE

now President of the Instituto de Idiomas Yázigi, a privately-run institution with headquarters in São Paulo and with 402 school units (pedagpgical and administratively connected to the central headquarters) all over Brazil.

It might be good to clarify that foreign languages (English, French, German, Italian, Spanish in that order of importance) have been taught in Brazil both in public (state or federally-controlled) and in private schools. There are, however, specialized institutions devoted primarily to the teaching of foreign languages: the best known of such schools arem in addition to the Yázigi Institute (the only typically Brazilian organization in both its conception, development and influence), the so-called Binational Centers (Brazilian-American Institutes), the Anglo-Brazilian Centers, the French-Brazilian Centers (Alliance Brançaise), the Italo-Brazilian Institutes, The Goethe Institutes and, a rather recent development, the Brazilian-Japanese Institutes.

The Yázigi Institute, unlike other institutions in the field of foreign language teaching, stresses a greater diversification of foreign language offerings, thus conducting courses in English, French, German, Italian, Arabic, Japanese and Portuguese for foreigners. The most sought-after courses at present are English, French, German and Italian. The rapid growth of the Yázigi Institute may be demonstrated by providing some figures on the total of enrolled students in 1960 and ten years later: 86.542 students are against over 200.000. The increase reflected the growing number of school units to which the Yázigi Method had been franchised, upon compliance of linguistic and pedagogical requirements. There are, at present, 401 school units linked to the Instituto de Idiomas Yázigi in Brazil, all of them financially self-supporting but owing pedagogical and administrative allegiance to the central administration in São Paulo.

A signigicand step forward in the history of the Yázigi Institute was the establishment on March 2, 1966 of a Center for Applied Linguistics, upon a recommendation of the Interamerican Program in Linguistics and Language Teaching. The Center's objetives were characterized as follows:

units (pedagogical and administratively connected to the central headquarters) all over Brazil.

It might be good to clarify that foreign languages (English, French, German, Italian, Spanish in that order of importance) have been taught in Brazil both in public (state or federally-controlled) and in private schools. There are, however, specialized institutions devoted primarily to the teaching of foreign languages: the best known of such schools are, in addition to the Yázigi Institute (the only typically Brazilian organization in both its conception, development and influence), the so-called Binational Centers (Brazilian-American Institutes), the Anglo-Brazilian Centers, the French-Brazilian Centers (Alliance Française), the Italo-Brazilian Institutes, The Goethe Institutes and, a rather recent development, the Brazilian-Japanese Institutes.

The Yázigi Institute, unlike other institutions in the field of foreign language teaching, stresses a greater diversification of foreign language offerings, thus conducting courses in English, French, German, Italian, Arabic, Japanese and Portuguese for foreigners. The most sought-after courses at present are English, French, German and Italian. The rapid growth of the Yázigi Institute may be demonstrated by providing some figures on the total of enrolled students in 1960 and ten years later: 86.542 students are against over 200.000. The increase reflected the growing number of school units to which the Yázigi Method had been franchised, upon compliance of linguistic and pedagogical requirements. There are, at present, 401 school units linked to the Instituto de Idiomas Yázigi in Brazil, all of them financially self-supporting but owing pedagogical and administrative allegiance to the central administration in São Paulo.

A signigicant step forward in the history of the Yázigi Institute was the establishment on March 2, 1966 of a Center for Applied Linguistics, upon a recommendation of the Interamerican Program in Linguistics and Language Teaching. The Center's objetives were characterized as follows:

1 - to disseminate the findings of linguistics among foreign languages teachers in Brazil.

BEST COPY AVAILABLE

2 - to organize annual Seminars in Applied Linguistics in Language Teaching for teachers in both secondary schools and in universities

3 - to produce linguistically-oriented teaching materials for use in the Yázigi schools

4 - to help promote better training of foreign language teachers in the Yázigi school network as well as in other educational institutions, whenever requested by government agencies.

5.- design, implement and promote re-training seminars for high school teachers of English.

6 - to publish a newsletter on innovative ideas in language teaching

7 - to design, produce and distribute instructional programs for the introduction of English ass a foreign language in Brazilian elementary schools

8 - to carry out exchange with specialised institutions abroad, specifically in the domains of applied linguistics, educational linguistics, foreign language teaching methodology, audiovisual technology and psychology of language learning.

9 - to prepare teacher-trainers for the Yázigi Institute's regional centers

10 - to organize annual Linguistic-Pedagogical Conventions for its National Pedagogical Advisory Council.

The Center has a Director, Prof. Francisco Gomes de Matos, now a member of AIMAV's Administrative Council, and a staff of six full-time specialists on such subjects as Re-training of language teachers, Audiovisual Communication Theory and Practice, Foreign Language Teaching Methodology, Improving and refining the techniques characterizing the Yázigi Method, Psychology of Language Learning by Preadolescents and Adolescents, and Materials Design.

The Center's staff has regional support from as many sixteen Pedagogical Advisors located in some of Brazil's most important cities.

The constant exchange of information among such subcenters and its chanelling to the São Paulo headquarters make it possible for the Yázigi Method to be controlled in its application on a nation-wide

Teaching for teachers in both secondary schools and in universities

3 - to produce linguistically-oriented teaching materials for use in the Yázigi schools

4 - to help promote better training of foreign language teachers in the Yázigi school network as well as in other educational institutions, whenever requested by government agencies.

5.- design, implement and promote re-training seminars for high school teachers of English.

6 - to publish a newsletter on innovative ideas in language teaching

7 - to design, produce and distribute instructional programs for the introduction of English ass a foreign language in Brazilian elementary schools

8 - to carry out exchange with specialized institutions abroad, specifically in the domains of applied linguistics, educational linguistics, ~~education~~ foreign language teaching methodology, audiovisual technology and psychology of language learning.

9 - to prepare teacher-trainers for the Yázigi Institute's regional centers

10 - to organize annual Linguistic-Pedagogical Conventions for its National Pedagogical Advisory Council.

The Center has a Director, Prof. Francisco Gomes de Matos, now a member of AIMAV's Administrative Council, and a staff of six full-time specialists on such subjects as Re-training of language teachers, Audiovisual Communication Theory and Practice, Foreign Language Teaching Methodology, Improving and refining the techniques characterizing the Yázigi Method, Psychology of Language Learning by Preadolescents and Adolescents, and Materials Design.

The Center's staff has regional support from as many sixteen Pedagogical Advisors located in some of Brazil's most important cities.

The constant exchange of information among such subcenters and its chanelling to the São Paulo headquarters make it possible for the Yázigi Method to be controlled in its application on a nation-wide basis. It should be clarified that the materials produced under the psychopedagogical philosophy of the Yázigi Method were, until 1971,

BEST COPY AVAILABLE

of exclusive use of the Yázigi school units. This is still true insofar as the Courses of Conversational English, French, German, Italian are concerned: they are still of exclusive use for and by the Yázigi schools but and educational event took place on August 11, 1971 which changed the role and function of the Instituto de Idiomas Yázigi: from a self-contained educational system, catering primarily to the needs of its own school units it became a community oriented organization aiming at the needs of the larger educational population. The experience of the Yázigi Institute in training and re-training its own teachers had, to speak, been challenged by a new educational philosophy, and it was to be placed at the disposal of a noble and common cause: that of improving the Brazilian educational system.

II - THE LAW 5.692 AND THE TEACHING OF FOREIGN LANGUAGES IN BRAZIL

The advent of a new educational philosophy in Brazil, brought about by the Law number 5.692, passed on August 11, 1971, introduced greater flexibility and realism in curriculum organization and characterization of instructional objetives. Foreign Languages, which had traditionally been offered as compulsory (obrigatory) high school subjects (especially English and French), were now considered 'optional subjects'. Such change of policy regarding the status of foreign languages in the high school curriculum was received with mixed feelings of anxiety and/or pessimism on the one hand, and with attitudes of sympathy and tolerance on the other. The author of this report shares the view that the abolishment of the compulsory teaching of foreign languages in high schools in Brazil was a healthy, salutary corrective to a historically unproductive and unrealistic situation. As long as foreign languages had been taught on a compulsory basis - which unfortunately encouraged more of the grammar-translation approach than other strategies of teaching-learning - results were far from satisfactory.
The new educational legislation stresses the need for greater efficiency, realism and recognition of individual differences in learning in general and in foreign language learning in particular. This turning point in the history of foreign-language teaching in

Italian are concerned; they are still of exclusive use for and by the Yázigi schools but and educational event took place on August 11, 1971 which changed the role and function of the Instituto de Idiomas Yázigi: from a self-contained educational system, catering primarily to the needs of its own school units it became a community oriented organization aiming at the needs of the larger educational population. The experience of the Yázigi Institute in training and re-training its own teachers had, to speak, been challenged by a new educational philosophy, and it was to be placed at the disposal of a noble and common cause: that of improving the Brazilian educational system.

II - THE LAW 5.692 AND THE TEACHING OF FOREIGN LANGUAGES IN BRAZIL

The advent of a new educational philosophy in Brazil, brought about by the Law number 5.692, passed on August 11, 1971, introduced greater flexibility and realism in curriculum organization and characterization of instructional objetives. Foreign Languages, which had traditionally been offered as compulsory (obrigatory) high school subjects (especially English and French), were now considered 'optional subjects'. Such change of policy regarding the status of foreign languages in the high school curriculum was received with mixed feelings of anxiety and/or pessimism on the one hand, and with attitudes of sympathy and tolerance on the other. The author of this report shares the view that the abolishment of the compulsory teaching of foreign languages in high schools in Brazil was a healthy, salutary corrective to a historically unproductive and unrealistic situation. As long as foreign languages had been taught on a compulsory basis - which unfortunately encouraged more of the grammar-translation approach than other strategies of teaching-learning - results were far from satisfactory.

The new educational legislation stresses the need for greater efficiency, realism and recognition of individual differences in learning in general and in foreign language learning in particular. This turning-point in the histoty of foreign-language teaching in Brazil is dramatically evidenced by the following recommendation made by the Brasilian Federal Education Council:

"It is recommended that a foreign language be added to the curriculum when the high school is able to meet all necessary requirements

BEST COPY AVAILABLE

for the efficient teaching of such activity. "(Art. 7. Recommendation 853/1971).

The Federal Council's statement makes a plea for greater authenticity and realism when it emphasizes the point that schools should be well equipped (in human and material resources as well as in its overall approach to the complex, specialized subject which is a foreign language) to promote true language learning.

The Law 5.692 highlighted another important principle to be seriously considered by coordinators of language-teaching programs in high schools: The organization of language-learning groups should take into account the fact that learners have different rates of learning, different learning styles or strategies and the fact thay they may have had previous exposure to the language. Groups should then, be formed, on the basis of learners' past experience (contact) with the foreign language, as well as on the basis of students' attitudes and interests. (Art. 8 § 2, Law 5.692).

As a result of this flexibility, classroom groups will be organized more realistically, more homogeneously, regardless of the particular grade students may happen to be in. Admittedly this emphasis on the formation of homogeneous groups causes administrative problems for large schools: how can an institution with 2,000 to 3,000 students possibly implement such educational strategy? There is, nevertheless a keen interest on the part of many school superintendents to cope with the problem as best as they possibly can. Two alternatives are being contemplated:

1- the organization of large language-learning centers in different districts of a city so as to cater to the needs of students from different schools.

2- the graddal introduction of such 'flexible system' (homogeneously formed groups) as schedule and physical facilities allow.

A third alternative, more restricted in scope, but also being put into practice is that of allowing the high school students to take their foreign language instruction in a specialized language school such as Yázigi or other organizations. Due credit would be given to learners attending such schools upon successful completion of a program

095/1971).

The Federal Council's statement makes a plea for greater authenticity and realism when it emphasizes the point that schools should be well equipped (in human and material resources as well as in its overall approach to the complex, specialized subject which is a foreign language) to promote true language learning.

The Law 5.692 highlighted another important principle to be seriously considered by coordinators of language-teaching programs in high schools: The organization of language-learning groups should take into account the fact that learners have different rates of learning, different learning styles or strategies and the fact thay they may have had previous exposure to the language. Groups should then, be formed, on the basis of learners' past experience (contact) with the foreign language, as well as on the basis of students' attitudes and interests. (Art. 8 § 2, Law 5.692).

As a result of this flexibility, classroom groups will be organized more realistically, more homogeneously, regardless of the particular grade students may happen to be in. Admittedly this emphasis on the formation of homogeneous groups causes administrative problems for large schools: how can an institution with 2,000 to 3,000 students possibly implement such educational strategy? There is, nevertheless a keen interest on the part of many school superintendents to cope with the problem as best as they possibly can. Two alternatives are being contemplated:

1- the organization of large language-learning centers in different districts of a city so as to cater to the needs of students from different schools.

2- the graddal introduction of such 'flexible system' (homogeneously formed groups) as schedule and physical facilities allow.

A third alternative, more restricted in scope, but also being put into practice is that of allowing the high school students to take their foreign language instruction in a specialized language school such as Yázigi or other organizations. Due credit vou d be given to learners attending such schools, upon successful completion of a program.

The organization of classroom groups on the basis of attitudes and of students' abilities and previous language learning experiences has been a significant factor in the re-shaping of teacher-training programs

BEST COPY AVAILABLE

it has called for greater attention to psychological aspects of the teaching-learning process. The Yázigi Institute, acting upon a decision of its National Advisory Council (made up of linguists, educators, psychologists, school administrators), decided to design and implement a project which would contribute to the needs and realities of a developing giant-nation. The cumulative experience of the Yázigi Institute in teaching foreign languages to Brazilian adolescents and adults in the period of 1950 to 1970 served as the foundation on which to build up what is now referred to as the YÁZIGI PROJECT FOR THE TEACHING OF ENGLISH IN BRAZILIAN HIGH SCHOOLS. This report will focus specifically on a two-year experience in re-training high school teachers of English. Granted the limitation of time which such experience has had, it should be noted, however, that it had a rather broad coverage: it was a nation-wide program involving 2,210 teachers and a team of sixty teacher trainers and re-trainers.

As a preliminary step in donducting re-training sessions for teachers of English in Brazilian high schools the Yázigi Institute offered the services of its pedagogical staff to State Department of Educations in such cities as Manaus, Belém, São Luiz, Fortaleza, Recife, João Pessoa, Salvador, Goiânia, Brasília, São Paulo, Curitiba, Rio de Janeiro, Florianópolis, Vitória, Porto Alegre, Belo Horizonte, and Niterói, to name the larger communities. To ensure maximum efficiency, all re-training programs were to last six days totalling a minimum of 30 hours. The maximum number of participants was restricted to 50. By applying techniques of group dynamics, each group of teachers was subdivided into 10 subgroups. Competence in spoken English was also taken into consideration in the formation of subgrouups.

III - OBJECTIVES OF RE-TRAINING PROGRAMS FOR TEACHERS OF ENGLISH

The objectives of the 30 to 40 hour re-training program for Brazilian teachers of English can be described as follows:

1. Discussion of general educational goals underlying the Brazilian educational system - the relationship of such goals to those of foreign language learning in high school .

of its National Advisory Council (made up of linguists, educators, psychologists, school administrators), decided to design and implement a project which would contribute to the needs and realities of a developing giant-nation. The cumulative experience of the Yázigi Institute in teaching foreign languages to Brazilian adolescents and adults in the period of 1950 to 1970 served as the foundation on which to build up what is now referred to as the YÁZIGI PROJECT FOR THE TEACHING OF ENGLISH IN BRAZILIAN HIGH SCHOOLS. This report will focus specifically on a two-year experience in re-training high school teachers of English. Granted the limitation of time which such experience has had, it should be noted, however, that it had a rather broad coverage: it was a nation-wide program involving 2,210 teachers and a team of sixty teacher trainers and re-trainers.

As a preliminary step in donducting re-training sessions for teachers of English in Brazilian high schools the Yázigi Institute offered the services of its pedagogical staff to State Department of Educations in such cities as Manaus, Belém, São Luiz, Fortaleza, Recife, João Pessoa, Salvador, Goiânia, Brasília, São Paulo, Curitiba, Rio de Janeiro, Florianópolis, Vitória, Porto Alegre, Belo Horizonte, and Niterói, to name the larger communities. To ensure maximum efficiency, all re-training programs were to last six days totalling a minimum of 30 hours. The maximum number of participants was restricted to 50. By applying techniques of group dynamics, each group of teachers was subdivided into 10 subgroups. Competence in spoken English was also taken into consideration in the formation of subgrouups.

III - OBJECTIVES OF RE-TRAINING PROGRAMS FOR TEACHERS OF ENGLISH

The objectives of the 20 to 40 hour re-training program for Brazilian teachers of English can be described as follows:

1. Discussion of general educational goals underlying the Brazilian educational system - the relationship of such goals to those of foreign language learning in high school .

   The present 'status' of foreign language teaching in Brazil: emphasis on flexibility and on didactic autonomy.

BEST COPY AVAILABLE

The needs of Brazilian adolescents: the integration of general education and professionalization. The role of English as an 'instrumental language' in upper high school years.

2. The approach underlying the Yázigi Method as applied to the high school learning-teaching situation in Brazil. The principles characterizing the Yázigi Method. Systematicity of language Primacy of sight over other senses (use of 'visuals' as a mediator between sound and meaning.
   Authenticity of conversational variety of English Development of student-initiated learning (creativity and discivery learning). Gradual development of reading and writing skills. The integration of humor in most learning activities.
3. Developmental steps in a typical lesson:
   LOOK AND LISTEN - LISTEN AND TALK - LISTEN AND READ
   THINK AND WRITE - LOOK, THINK AND TALK - HAVE FUN.
4. Observation and demonstration of presentation techniques
   How to present a microdialogue with posters
   microdialogue with filmstrips
   story or narrative with posters
   story or narrative with filmstrips
5. Analysis of selected features of Conversational English
   Teachers should be instructed in what characterizes this variety of English. Paradoxically enough, descriptive linguistics has neglected that pedagogically important variety. Participants ,are provided with a listing of representative examples of features of conversational English as drawn from American comicbooks. Yázigi textbooks and other sources, such as the practice involves identification of features of Cpnversational English as heard in recordings. Tape listening is conducted for such purposes.
6. Analysis of the description of language-learning objectives
   Participants are asked to read portions of their Teaching Manuals focusing on The purpose of each teaching-learning task.
   The characterization of each lesson's objective is explained in detail and discussed by subgroups. Teachers are expected to know why they will be doing some things as against others and they are

'instrumental language' in upper high school years.

2. <u>The approach underlying the Yázigi Method as applied to the high school learning-teaching situation in Brazil.</u> The principles characterizing the Yázigi Method. Systematicity of language Primacy of sight over other senses (use of 'visuals' as a mediator between sound and meaning.
   Authenticity of conversational variety of English Development of student-initiated learning (creativity and discivery learning).
   Gradual development of reading and writing skills. The integration of humor in most learning activities.

3. <u>Developmental steps in a typical lesson:</u>
   LOOK AND LISTEN - LISTEN AND TALK - LISTEN AND READ
   THINK AND WRITE - LOOK, THINK AND TALK - HAVE FUN.

4. Observation and demonstration of presentation techniques
   How to present a microdialogue with posters
   microdialogue with filmstrips
   story or narrative with posters
   story or narrative with filmstrips

5. <u>Analysis of selected features of Conversational English</u>
   Teachers should be instructed in what characterizes this variety of English. Paradoxically enough, descriptive linguistics has neglected that pedagogically important variety. Participants are provided with a listing of representative examples of features of conversational English as drawn from American comicbooks. Yázigi textbooks and other sources, such as the practice involves identification of features of Conversational English as heard in recordings. Tape listening is conducted for such purposes.

6. <u>Analysis of the description of language-learning objectives</u>
   Participants are asked to read portions of their Teaching Manuals focusing on The purpose of each teaching-learning task.
   The characterization of each lesson's objective is explained in detail and discussed by subgroups. Teachers are expected to know why they will be doing some things as against others and they are expected to clarify the nature of learning activities to their students. Affective objectives are also emphasized.

BEST COPY AVAILABLE

7. Orientation on correction strategies and the nature of mistakes
Participants are provided with checklists containing predictable errors in syntax and in pronunciation made by Brazilian learners. The subject of error-tolerance and the ranking of errors from a psychological point of view is discussed by subgroups.

8. The integration of a bilingual dictionary (English-Portuguese) in the learning process
Participants are shown how to integrate a bilingual dictionary (especially designed to meet the needs of Brazilian high school learners) into the language-learning process. Teachers are re-training in making use of a dictionary as a tool for helping them expande the range of their English.

9. The analysis of the humorous content in the students' textbooks
An attempt is made at drawing the teachers' attention to selected features of the humorous content in the students texts (Let's Have Fun - Books I, II). The distinction between VERBAL and VISUAL HUMOR is emphasized. Practice in identification of humor is conducted. Games, puzzles, jokes, riddles are interpreted as provoking devices.

10. An analysis of the visual organization of the dialogues and narratives
Participants are provided with a brief introduction to audiovisual technology. The design and production of comic-strip-like illustrations for the students' texts are explained. The relationship between ordinary comicbooks and the Let's Have Fun textbooks is discussed. What to look for in a visual is emphasized.

11. The establishment of an informal, pleasant language-learning atmosphere.
Teachers are advised on how to use music (songs), games and other activities for recreational purposes so as to cause greater interaction.

12. Minimal professional orientation on bibliography on English language and culture
Annotated bibliographies are distributed to participants. Pre-registration for follow-up Seminars is conducted, so as to ensure sustained efficiency in the application of the Yázigi Method.

13. Joint evaluation of Re-training Program by participants and [illegible]

Participants are provided with checklists containing predictable errors in syntax and in pronunciation made by Brazilian learners. The subject of error-tolerance and the ranking of errors from a psychological point of view is discussed by subgroups.

8. The integration of a bilingual dictionary (English-Portuguese) in the learning process

Participants are shown how to integrate a bilingual dictionary (especially designed to meet the needs of Brazilian high school learners) into the language-learning process. Teachers are re-training in making use of a dictionary as a tool for helping them expande the range of their English.

9. The analysis of the humorous content in the students' textbooks

An attempt is made at drawing the teachers' attention to selected features of the humorous content in the students texts (Let's Have Fun - Books I, II). The distinction between VERBAL and VISUAL HUMOR is emphasized. Practice in identification of humor is conducted. Games, puzzles, jokes, riddles are interpreted as provoking devices.

10. An analysis of the visual organization of the dialogues and narratives

Participants are provided with a brief introduction to audiovisual technology. The design and production of comic-strip-like illustrations for the students' texts are explained. The relationship between ordinary comicbooks and the Let's Have Fun textbooks is discussed. What to look for in a visual is emphasized.

11. The establishment of an informal, pleasant language-learning atmosphere.

Teachers are advised on how to use music (songs), games and other activities for recreational purposes so as to cause greater interaction.

12. Minimal professional orientation on bibliography on English language and culture

Annotated bibliographies are distributed to participants. Pre-registration for follow-up Seminars is conducted, so as to ensure sustained efficiency in the application of the Yázigi Method.

13. Joint evaluation of Re-training Program by participants and by staff.

Use of objective test for checking theoretical matters.

BEST COPY AVAILABLE

Results obtained in a two-year period with the Yázigi Project for re-training Brazilian teachers of English have been satisfactory partly because of the control exercised by the Project Coordinators - highly trained re-trainers are used for conducting the Seminars - and partly because of the willingness, on the part of most of the interested participants, to try a methodological approach which is primarily student-centered, that is, which capitalizes on the needs, aspirations, and interests of today's youth. The harmonious blending of LANGUAGE (English, in this case), PEDAGOGY, PSYCHOLOGY OF LEARNING, AUDIO-VISUAL TECHNOLOGY (manifested through comic-book-inspered textbooks and filmstrips; cassettes and long-playing recordings), INFORMAL LEARNING (the promotion of true face-to-face interaction in a classroom environment) and HUMOR seems to point to a new frontier in language teaching. The task of re-training Brazilian teachers of English has but started; ours is a gicantic challenge but the very spirit of educational creativity and productivity which pervades the Brazilian educational system will help us correct our faults and improve our apparently successful endeavors.

"That teaching and learning English as a foreign language in Brazilian high schools can and should be both relevant and fun "is the message being conveyed to teachers who have been re-trained. As re-trained teachers become more and more conscious of the growing importance of their professional field - English as a Foreign Language is a well-established and respected profession - and as more resources are being offered to them, both educational and linguistic, effective steps will be taken to solve an, alas, universal problem which, as Marcel De Grève and Frans Van Passel eloquently remind us in their insightful Linguistique et enseignement des langues étrangères, nous conduit tout droit ao problème essentiel de tout enseignement des langues étrangères: la formation des professeurs. (p. 158).

The re-training of language teachers is an open-ended educational endeavor. The Instituto de Idiomas Yázigi has decided to devote part of its human resources to the improvement of language teaching by emphasizing learnability and by stressing the need for greater professional preparation by teachers.

partly because of the control exercised by the Project Coordinators - highly trained re-trainers are used for conducting the Seminars - and partly because of the willingness, on the part of most of the interested participants, to try a methodological approach which is primarily student-centered, that is, which capitalizes on the needs, aspirations, and interests of today's youth. The harmonious blending of LANGUAGE (English, in this case), PEDAGOGY, PSYCHOLOGY OF LEARNING, AUDIO-VISUAL TECHNOLOGY (manifested through comic-book-inspered textbooks and filmstrips; cassettes and long-playing recordings), INFORMAL LEARNING (the promotion of true face-to-face interaction in a classroom environment) and HUMOR seems to point to a new frontier in language teaching. The task of re-training Brazilian teachers of English has but started; ours is a gicantic challenge but the very spirit of educational creativity and productivity which pervades the Brazilian educational system will help us correct our faults and improve our apparently successful endeavors.

"That teaching and learning English as a foreign language in Brazilian high schools can and should be both relevant and fun "is the message being conveyed to teachers who have been re-training. As re-trained teachers become more and more conscious of the growing importance of their professional field - English as a Foreign Language is a well-established and respected profession - and as more resources are being offered to them, both educational and linguistic, effective steps will be taken to solve an, alas, universal problem which, as Marcel De Grève and Frans Van Passel cogently remind us in their insightful Linguistique et enseignement des langues étrangères, nous conduit tout droit ao problème essentiel de tout enseignement des langues étrangères: la formation des professeurs. (p. 158).

The re-training of language teachers is an open-ended educational endeavor. The Instituto de Idiomas Yázigi has decided to devote part of its human resources to the improvement of language teaching by emphasizing learnability and by stressing the need for greater professional preparation by teachers.

BEST COPY AVAILABLE

APPENDIX

Materials used in the Re-training Program:

Let's Have Fun - Book I - student's text
Let's Have Fun - Book I - teacher's manual, 116 p.
Let's Have Fun - Book 2 - student's text
Let's Have Fun - Book 2 - teacher's manual, 89 p.
Manual Pedagógico do Instituto de Idiomas Yázigi
Methodlogy and Linguistics for the Brazilian of English - a book of Readings
Analysis of Conversational English based on the Yázigi Institute textbook series Course of Conversational English and on a preliminary study of the language used in American comicbooks.
Handout on Techniques of Group Dynamics and student-teacher interaction.
Handout on Linguistic variation and Usage Problems: learning to identify FORMAL/INFORMAL contrasts in spoken and written American English.
Handout on the role gestures in the illustration in the textbooks used.
A checklist of predictable syntactic and pronunciation errors made by Brazilian adolescents.
Listening to tape recording of dialogues in the students' texts, The use of background noise in the recordings of conversational speech: toward 'graded listening' as a language-learning experience.
Final evaluation of course philosophy and course content.
Minimal orientation on the role of contextualized grammar: the selection of grammatical patterns and the situational inventory.
Color posters for presentation of dialogues and 8 - sentence narratives.
Color filmstrips for presentation of dialogues and stories.
Long-playing recordings for use in schools which are not equipped with tape recorders (the majority in Brazil).
Cassettes for the by teachers and by schools having language laboraties (a minority in Brazil).
Creativity - New ideas in Language Teaching - a bimonthly newsletter Issues 1, 2, 3, 4, 5.

Materials used in the Re-training Program:

Let's Have Fun - Book I - student's text

Let's Have Fun - Book I - teacher's manual, 116 p.

Let's Have Fun - Book 2 - student's text

Let's Have Fun - Book 2 - teacher's manual, 89 p.

Manual Pedagógico do Instituto de Idiomas Yázigi

Methodlogy and Linguistics for the Brazilian of English - a book of Readings

Analysis of Conversational English based on the Yázigi Institute textbook series Course of Conversational English and on a preliminary study of the language used in American comicbooks.

Handout on Techniques of Group Dynamics and student-teacher interaction.

Handout on Linguistic Variation and Usage Problems: learning to identify FORMAL/INFORMAL contrasts in spoken and written American English.

Handout on the role gestures in the illustration in the textbooks used.

A checklist of predictable syntactic and pronunciation errors made by Brazilian adolescents.

Listening to tape recording of dialogues in the students' texts, The use of background noise in the recordings of conversational speech: tpward 'graded listening' as a language-learning experience.

Final evaluation of course philosophy and course content.

Minimal orientation on the role of contextualized grammar: the selection of grammatical patterns and the situational inventory.

Color posters for presentation of dialogues and 8 - sentence narratives.

Color filmstrips for presentation of dialogues and stories.

Long-playing recordings for use in schools which are not equipped with tape recorders (the majority in Brazil).

Cassettes for the by teachers and by schools having language laboraties (a minority in Brazil).

Creativity - New ideas in Language Teaching - a bimonthly newsletter Issues 1, 2, 3, 4, 5.